**The Core and MORE Instruction Checklist**

|  |  |
| --- | --- |
| **The CCSS Standard:**  **The Envision Lesson:** 2-7: Subtracting Decimals | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Some students may fail to pay attention to the operation symbol! | Review Subtraction and Decimal Place Value Vocabulary |
|  | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Cumulative Review: Mountain Math; Math Minute; ADD; or Envision Daily Spiral Review 2-7 (Reviews Addition of Decimals, among other things!)  **(Shift 1)** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Vocabulary words to review: Subtraction: difference, regrouping  Place value: decimal number, tenths, hundredths, thousandths  (Envision Math: wingspan)  Choose which method(s) to use:  \*\*Use vocabulary cards for choral reading, review definitions (also review which place value blocks represent which decimal value)  \*Choral: Teacher questions: What is the definition of difference, regrouping, decimal number, tenths, hundredths, and thousandths in math?  \*Partner: Think/Pair: Think in your mind what \_\_\_\_\_\_\_\_\_\_\_ (fill in the blank with the review word) means. (Pause.) Turn to your partner and tell him/her what \_\_\_\_\_\_\_\_\_ means.  \*Written: Using your individual white board, please write and solve a subtraction problem that requires regrouping and draw an arrow to the number that shows the difference, and draw a star that indicates where you needed to regroup. Then show your white board. \*Teacher puts a decimal number on the board and asks students to write down digit in tenths column; hundredths; thousandths (show board between each request).  \*Random Call: Using a Jeopardy format, teacher gives definition of review word and then calls on a student to give the correct word in a question format. For example: Teacher: “The answer to a subtraction problem. Kaesi?” Kaesi: “What is the difference?”  **(Shift 4)** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *(Have* 2 strings *precut to the required lengths.)*  Pose a problem: Mr. Smith has a length of string that is 23.7 cm long. (Show your string.) He has another length of string that is 15.33 cm long. (Show your other string.) How much longer is the one string than the other? **(Shifts 5, 7, 9)**  \*\*Have students work together to find the answer. Have string available for those students who want/need to measure out their own strings.  \*\*Have volunteers share how they solved the problem.  Teacher questions: How do you know? Can you explain how you got your answer? (Shift 10)  \*\*Did anyone find the answer in a different way? **(Shift 2)**  \*\*Use place value blocks to demonstrate subtraction of decimal numbers. (\*\*\*Students must already be comfortable with renaming the value of what the blocks represent - whole number vs. decimal number.) Do several problems using smaller decimal numbers; have students in their small groups recreate and solve the problems along with you as you model for them. Check for understanding – ask questions, explain to your neighbor - circulate!!!!  \*\*Compare/contrast yesterday’s lesson, addition of decimal numbers, to today’s lesson, subtracting decimals. How do these two concepts connect with each other? **(Shift 5)** | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  \*\*View the “Prancing Peacock” video (Envision Visual Learning Animation)  \*\*Check for Understanding. Use “Another Example” and “Guided Practice” for further problems to practice.  \*\*If needed, now have students draw the subtraction problems on the PV block worksheet from Math Academy (white out parentheses info and write in units, tenths, hundredths, and thousandths in the appropriate columns).  (**Shift 3)**  \*\*To segue way to independent practice, show chart that lists lengths of pencils in decimal numbers. Find the difference between the lengths of two pencils.  Pencil Length in centimeters  Red 13.7  Purple 21.9  Green 8.6  Blue 17.3  Yellow 5.8  **(Shift 6)** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  In class: Worksheet – Reteaching 2-7  \*\*Teacher can circulate as students do first few problems and determine which students need additional small-group assistance. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
|  | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
|  | |
| **HOMEWORK**  Worksheet – Practice 2-7 | |
|  | |